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ABSTRACT

The manual lists objectives for deaf and hearing impaired students in reading and writing at Kendall Demonstration Elementary School. The guide focuses on comprehension of English print and on the communication of ideas in writing. Student objectives are listed for 10 main topic areas (sample subtopics in parentheses): attitudes and habits in reading and writing; reading awareness (book orientation, directionality, attention to print); writing awareness; understanding the reading process (predictions, language experience, dramatization, picture use); understanding the writing process (language experience in writing, picture cues for writing); reading study strategies (reference tools, textual aids to content reading); organizational strategies for writing (reference tools and textual aids); literary devices in reading (story elements and structures); literary devices in writing; and conventions (reading and writing conventions of print). Evaluation results are reported in terms of the curriculum's scholarship, usefulness, equity, communicability, appeal, and overall quality. (CL)

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# Program Objectives for Reading & Writing

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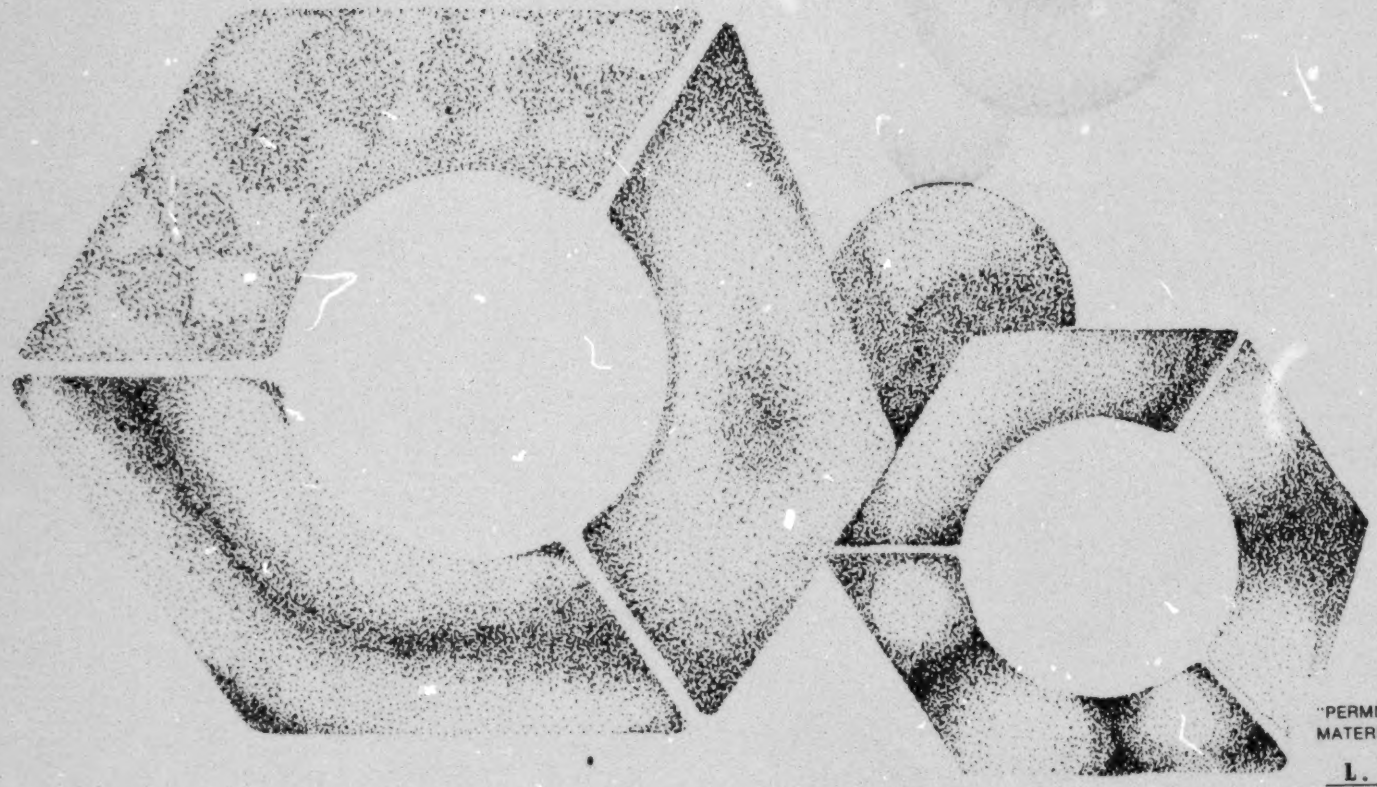

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The major work of revising the Reading/Writing Program Objectives document and putting it into its present form was performed by a committee during the Summer of 1978. Members of the committee were:

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## PREFACE

The Reading/Writing Program Objectives provide a framework for assisting teachers in developing the hearing-impaired child's ability to read, write, and communicate "through the air." The child develops language within the structure of the content areas in social interaction with adults and peers. In the development of the total child, the Kendall Demonstration Elementary School philosophy emphasizes the fact that communication forms the basis for growth and development.

In drawing up these objectives, we did not sit down and conceptualize a program of instruction for hearing-impaired children. Hearing-impaired children are children first and hearing impaired second. In other words, we do not believe that hearing-impaired children need rewritten materials or special curricula. While these objectives are written for hearing-impaired children, they can and should apply to general populations of children.

Theories and principles of normal child growth and development form the basis of our approach to education in the language arts.

In the specific area of reading, the Scott-Foresman series, Reading Unlimited, currently serves as the foundation for our basal reading program. While KDES is using this series, the entire language arts structure is built upon communicative interactions and experiences and does not require the use of any basal series.

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## INTRODUCTION

The processes of getting a message from, and conveying a message through, printed symbols are highly complex and not completely understood. Research into these processes for hearing people has begun to provide insights, but research into these processes with deaf people has barely begun.

Therefore, this document was written with the confidence that comes from years of research with the hearing and the humility of a small number of studies with the deaf. Teachers using this document are asked to bring their knowledge of their own students' strengths and needs, their knowledge of language as process, and their own experiences with deaf students to the task of evaluating the material in this document. At the same time, teachers are requested to set aside their preconceptions and any ideas which are based solely on tradition and which have no consistent theoretical base.

Because reading and writing are language processes, they should develop as naturally as a child develops language, and they should develop within a whole language context, not as isolated drills. The teacher facilitates the process but does not instruct the student in the process. Facilitation takes the form of observing progress, building on strengths, and providing opportunities for the process to emerge.

Halliday (1973) has studied the functions which young children learning language perceive language to serve. Although he talks about these functions in terms of the production of oral language, the same functions can be served by written language, both receptive and productive. Children need to see that language serves these purposes. Chart 1 suggests activities for reading, writing, "speaking," and "listening" which will make all levels of language relevant and functional for children.

CHART 1. SUGGESTED ACTIVITIES FOR FUNCTIONAL USES OF LANGUAGE*

| Subject / Function* | READING | WRITING | (ORAL/MANUAL) LISTENING | (ORAL/MANUAL) SPEAKING |
|---|---|---|---|---|
| Instrumental ("I want" function) | Reading books of own choice. | Making wish list from catalogs. | Choosing from alternatives given through the air (Do you want apple pie, ice cream, cheesecake, or pudding?). | Planning with teacher daily activities or stating wants and needs. Expressing reasons for choices. Decison making. |
| Regulatory ("Do what I tell you" function) | Reading directions, stop signs, etc. City/daily vocabulary. Danger vocabulary. | Writing rules for care of pet. (Directions) | Following directions given through the air. | Giving comprehensible directions. |
| Interactional ("You and Me" function) | Reading a passage to someone else to share the experience. Using TTY. | Attempting writing that is understandable by someone else; e.g., friendly letters, using TTY, writing notes to classmates. | Listening to group discussions and formulating own opinion. | Carrying on conversation with another person. |
| Personal ("Here I come" function) | Reading own baby books, report cards, school yearbooks. Using roster and phone books. Re-reading for specific purposes. | Writing autobiography; opinions; letter to company showing preference for one product. Letters to authors. | Looking at selves on videotape in a variety of school situations. | Talking about feelings, opinions. |

*The idea for this chart comes from Yetta Goodman, College of Education, University of Arizona. These functions were taken from Halliday (1973).

CHART 1. SUGGESTED ACTIVITIES FOR FUNCTIONAL USES OF LANGUAGE (cont.)

| Subject / Function* | | | (ORAL/MANUAL) | |
|---|---|---|---|---|
| | READING | WRITING | LISTENING | SPEAKING |
| Heuristic<br><br>("Tell me why" function) | Reading informational materials. Setting purposes for reading. Reading a sign on a cupboard to find out what's inside. Adjusting reading rate according to purpose; for example, skimming. | Writing letters to get information. Adjusting according to purpose (using a short cut for messages to self and more complete writing for other purposes, for example. | Watching movies, filmstrips. | Asking questions. |
| Imaginative<br><br>("Let's pretend" function) | Reading fantasy, comic books, poems, nursery rhymes, plays. | Writing poetry, songs, fantasy, comic books, plays. | Watching movies, dance, mime, sports, TV. | Participating in imaginative play, role playing, improvisation. |
| Informative<br><br>("I have something to tell you" function) | Reading questions, forms, job applications. Reading a door chart or calendar to find out about special events. | Writing reports, tests. Being a pen pal to tell about the school, country. Filling out job applications. | Answering questions, for which the questioner does not know the answer. Editing and proofreading own writing. Using interpreter. | Relating experiences unknown to the listener. Using interpreter effectively. |

An attempt has been made to translate Halliday's (1973) rather nebulous-sounding tasks into something more concrete for the teacher. This is a guide for the Reading/Writing curriculum in the sense that it provides directions for the teacher's efforts. The objectives should not be viewed as goals for the child to attain within a specified period. They should not be viewed as items to be taught. Instead, they are to be used as indicators of the child's progress, as in BO1 (distinguish front from back of book) or as suggestions of the kinds of opportunities the teacher should be providing, as in LEA1 (dictate own experience story and attempt to read it back).

Another theoretical underpinning is that reading and writing, as language processes, are mutually supportive, each enhancing and depending on the other. Children who are scribbling on paper may be gaining invaluable insights into reading, just as children who are identifying objects in a picture may be laying a foundation for writing. (Note that in the definitions of reading and writing used in this document, scribbling is considered writing, and identifying objects in pictures is considered reading). At a more sophisticated stage, reading can provide the content for writing, and writing can provide the outlet for expressing thoughts or feelings about that which was read. Therefore, each section of the Program Objectives for reading has its writing counterpart.

The fact that the guide is divided into sections, each section having a list of objectives, should not be interpreted to mean that any hierarchy of reading or writing skills is intended. Reading is an interactive process and the child develops all components through their concurrent use. The objectives within each section are not meant to be hierarchical. However, the sections are presented in order of their presumed importance to the reading and writing process. For instance, attitudes and habits are considered to be of inestimable importance. On the other hand, the conventions of written language, such as punctuation, are considered to be important only in situations where loss of meaning or ambiguity results.

The separation of language from reading and writing was done only for logistical reasons. Currently, the Reading and Writing and Language programs are being further developed and combined into a Language Arts scope and sequence format. Full implementation and evaluation of the KDES Language Arts Program will occur during the 1981-82 school year.

This introduction is not meant to be a comprehensive statement of the theory underlying this program. It merely serves to point out some of the major premises. It is important that the brief introduction to each section be read as well, since each introduction conveys some of the rationale and the theory behind the choice of objectives for that section. Strategies for implementing the objectives offered here are in the process of being developed.

## Reading/Writing Interrelationships

The KDES Program Objectives for Reading and Writing is a document that does not directly address the question of developing proficiency in English. There are no grammar lessons, patterned drills, punctuation exercises, spelling tests, or other activities designed to focus the student on some isolated aspect of written English. Linguists such as Michael Halliday question the effectiveness of such procedures, stating that their use gives "about as good a picture of what language is really like as a book of etiquette would give of what life is really like" (Halliday, 1978, p. 207). This view is also reflected in the writings of some educators of the deaf, such as the Kretschmers, who state, "Unless the deaf child sees language within the context of dialogue . . . it is uncertain whether he [or she] will ever learn it for functional use outside the classroom" (Kretschmer & Kretschmer, 1978, p. 260).

Meaningful dialogue with written English is probably the most viable approach to learning English for a deaf child — dialogue between an audience and the child as writer, and dialogue between an author and the child as reader.

Thus, one focus of this guide is on comprehension of English print, for which a perfect match between the language of the author and the language of the child is unnecessary. Through many studies of the reading of hearing children who spoke English as a second language or who spoke divergent dialects of English, Goodman (1978) concluded that English print can be realized by a range of responses as broad as the variability of the language systems used by the readers and that readers demonstrate their ability to comprehend the material when they are able to move between their language systems and that of the author. Ewoldt (1977) found in her study that the deaf reader with the most American Sign Language (ASL)-like features (mime, omissions of inflections, reversal of subject and adjective, etc.) was also the most proficient reader.

A second and equally important focus of this guide is on communication of ideas in writing. With this emphasis on communication, the teacher's task is not one of correcting the child's grammar, spelling or punctuation, but one of responding to ideas and helping the child see strengths in the writing as well as instances where the ideas are not clearly communicated. When the child exhibits control over a specific feature, that feature can be encouraged in other writing situations (e.g., good beginning characterization, conventional spelling). The following piece of writing by a 12-year-old boy provides examples:

That is a Homework.

| | |
|---|---|
| Beginning: Introduction of characters. | The little old man and the little old woman. Now summer today is very hot. The man said. This is a very old house. The little old man and the little old woman said, I going to your house. The little old man and the little old woman said, pretty your house that is a very good. And then your house is red, your window white, grass green, flower, red, yellow, blue and white. The little old man and the little old woman said, I going to home. The little old man said, help me. The little old woman said, o.k. and very help and then. We you can buy. The woman not fish. The little old man said, I am for. We you can buy paint. What color? blue and yellow is inside o.k. and then, the man said, not fish. The little old woman, I am for. We you can buy. Paint white window and we you can buy grass and green. Now fish and then, the little old man and the little old woman is happy! (Ewoldt, 1979) |
| Use of dialogue creates interest. | |
| Middle: Goal setting | |
| Word "fish" is "finished." It is spelled here according to the child's perception of the look, sound, or feeling of the word in the mouth. | |
| Emphatic ending. | |

Some of the strengths exhibited in this piece of writing are identified in the left margin. The reader may be surprised to see the "invented spelling" of finish identified as a strength. However, there is a great deal of research evidence (Milz, 1980; Sowers, 1980; Read, 1975) to show that children's writing improves dramatically when they are not limited to words they can spell correctly. The evidence also shows that these invented spellings reflect a consistent rule system, much as child language reflects a rule system which is different from that of adult speakers of the language. In the same ways, however, child language and invented spellings move in the direction of the adult model, not because of correction, but because of use in meaningful contexts.

One of the writing conventions of which this boy seems to have a fair mastery is that of a dialogue carrier (in this case, said plus a comma). Having seen that the child has used this convention several times, the teacher can follow the child's lead and suggest that he look for other places in the text where he could use the same convention. Hopefully, he will discover that he could also use that convention in line 2 and in the third line from the end.

In terms of message, the most important information that is lacking is a more specific statement of the goal. The teacher could ask questions that would help the child formulate a statement about what the little old woman and the little old man planned to do.

It is also important to involve other children in the activity of sharing stories. Hearing the teacher's comments will enable the other children to become more knowledgeable and they will soon be able to offer suggestions to each other about improvements in the writing.

One very important source for writing improvement is writing itself. "Because they invent and use punctuation for their own purposes, they learn it more effectively than if they were doing drills, workbook exercises and language lessons" (Calkins, 1980). Through writing children learn a great deal more about writing than just punctuation. They learn how to add details, to choose their topics, to rearrange the order of ideas, to write effective leads, and much more. And they can learn all this in elementary grades--if they have ample opportunities to write. In a class at KDES, one child wrote forty-two stories between February and May. All the children were so excited about writing that they took blank books home to work on at night, and the teachers could hardly stop them from reading each other's books during the day so that they could do other activities.

Reading/Writing Interrelationships, cont'd.

All this writing results in improved reading, and improved reading results in more and better writing. Donald Graves' colleagues have observed of the children in their writing research that children look at published books in a different way as a result of their writing experiences. Children view books with the eye of an author, asking themselves what features of styles or conventions could be borrowed to make their own writing more effective (Calkins, 1980).

The benefits of a sustained reading and writing program for deaf children have never received a fair test. No one has trusted the children's communicative need to the extent that the use of structured "language work" was deemed unnecessary. This KDES guide is an attempt to bring teachers and students closer to this ideal. The major goal of the guide is for it to become obsolete and unnecessary as success in this direction gives teachers and students the security to experience for themselves the excitement of involvement with real language.

Application to Intercurricular Areas

(The remainder of the Introduction is quoted from an article by Ewoldt and Garner (1978) that joins psycholinguistic theory with practices in teaching reading. It is included here because of its pertinence to reading instruction at KDES.)

Language, affect, and experience are all factors which work together to enable children to develop independent reading strategies. If we really believe that, we will not feel compelled to preteach every aspect of every new story to be read by children, a particularly common practice in schools for the hearing impaired.

One important factor over which the teacher has some control is experience. The question to consider, then, is: Have these students had the experiences related to this story which are necessary for them to understand it? If the answer is affirmative, the teacher can give the child that story without preteaching and can plan activities to follow the story which will further the goals of facilitating language development, intercurricular development, and reading and writing development.

To show how one basal story can be used to further these goals we will use "The House That Nobody Wanted" by Lilian Moore Reavin, a story in Scott, Foresman's Reading Unlimited (1976). In summary, this is the story of an old man and an old woman who are impressed with a house belonging to their friends.

Application to Intercurricular Areas, cont'd.

They decide to sell their old gray house so they can buy a new one. The first prospective buyer doesn't like the house because it is gray rather than red, so the couple decides to paint the house red. Each of the next three prospective buyers turns down the house for different reasons, and each time the couple makes the called-for improvements. Finally, the couple has a lovely red house with a nice lawn and a white picket fence. They decide not to sell their house after all.

The following sections will elaborate on the ways this particular story can be used.

Language development

The child's reading of a story can be used as a language assessment; that is, reading miscues (unexpected responses to the print) often reveal areas where the language of the text does not match with the language of the child and can provide teachers with information about which linguistic structures, idioms, or labels for concepts, the child may not control.

One deaf reader used the sign for like each time the word white occurred in the text, but he said white orally each time. The sign for that concept could simply be shown to him at the end of the story.

The tag question isn't it? was difficult for this reader. He signed is it, fingerspelling nt, then signed is it again. The teacher could in this situation show the children who had difficulty that this tag question is equivalent to using the true sign. Then the children and teacher could play a game in which they make up true and false statements and say them, adding the tag question at the end. Another child would then respond yes or no, depending on whether the statement were true or false. The teacher might start the game with examples such as, "A cat is a dog, isn't it?" and "The book is open, isn't it?"

The idiom, "make up their minds," was apparently unfamiliar to one deaf reader because he gave a literal translation, signing make, pointing up, and fingerspelling minds. In this case, the teacher could introduce a decision-making activity and talk to the children about how they will have to decide (make up their minds) and encourage them to use that idiom during the activity.

Generally, we cannot expect one exposure to each label, as in the activities presented above, to be sufficient for the child to control the label. The teacher should provide other opportunities for the children to use the label in a naturalistic setting and then make an effort to use the label him/herself whenever possible.

## Intercurricular development

The decision-making activity mentioned above is one example of how a story can be used not only for facilitating language development but also for bringing in other curricular areas. Decision-making is one goal of the career education program our school uses.

Another goal of career education which this story fosters is that of valuing. The children could discuss the fact that an old house can be made pretty again and that it is not without value simply because it is old. This discussion could lead to an important social studies lesson about the contribution of older people in our society, or real estate values, etc. and could go as far as the teacher and the children wish to take it -- urban renewal, taxes, and so on.

Science concepts can be introduced through the story's repetitive phrase, "uphill and downhill" -- children could look at filmstrips or books which explain what makes an area hilly. And geography -- what areas in our state are hilly or mountainous? Naturally, all these activities foster language development as well.

## Reading and writing development

This story, with its four similar sequences of buyer turning down the house and owner making changes, becomes very predictable. For that reason the story is a good choice for a Directed Reading/Thinking Activity (DRTA). This procedure is described in detail by Russell Stauffer (1968, 1969) but will be discussed briefly here.

The children are shown the title and asked to speculate on what the story will be about. Either the teacher or the students can write the possibilities on the chalkboard if the children want to keep a record or the teacher wants to incorporate writing in the activity. All answers are accepted and the children read the first few pages of the story to find out if their original predictions were right. (For this story the teacher could stop the children at the point where the first man came to look at the house and didn't like it because it was gray.) The students then tell whether their predictions were right. They may want to mark through the rejected predictions on the board. Then the teacher invites new predictions and these ideas can also be listed. The same procedure can be used for the whole story, the teacher having decided in advance how the story will be divided. The teacher may want the children to substantiate their point of view by reading appropriate passages from the text.

This procedure has been used successfully with beginning as well as more advanced deaf and hearing readers. At the beginning level it can be simplified to two questions: "What will happen?" and "Were you right?"

The procedure can also be used with groups or with individual readers. It is important to realize, however, that the more proficient readers may be impatient with it, preferring to read the story without interruption, and they should be given that privilege.

After the reading of a story the teacher might wish to use a follow-up activity to provide the child with an opportunity to enter the final stage of learning. According to the learning model described by E. Brooks Smith (1976) there are three phases -- perceiving, ideating and presenting. Often teachers are satisfied that the material has been adequately covered if children have had an opportunity to take in the new information and to form ideas about it. The presenting phase in Smith's model, however, is viewed as equally crucial: "The important idea is that after an individual has conceptualized an event he has perceived, he then tries his conception out on the world. He gives it back to the world to be tested against the notions of others" (p. 94).

One way to allow for this presenting phase is to have children retell the story they have just read. For this particular story we have devised a transparency with overlays which the children can use to tell the story to others. The basic transparency is of a plain, colorless house. The overlays add red paint, white fence, flowers, and so on to succeeding overlays. As the children tell the story they can add details with each overlay.

The importance of fostering writing facility in children cannot be overstressed. Reading and writing activities should accompany and complement each other (Chomsky, 1971). One possibility for using writing with this story is to give the children a ditto with a plain house on it and the directions, "Make your house pretty." The children can then write a description of what they did to their house.

Finally, the children should be allowed to do a great deal of independent reading of a variety of books. Some additional titles suggested by the content of this story are:

Adkins, Jan. How A House Happens. New York: Walker and Co., 1972.
Anonymous. There Was a Crooked Man.
Gag, Wanda. Gone Is Gone. New York: Coward, McCann and Geoghegan, 1935.
Lionni, Leo. The Biggest House in the World. New York: Pantheon Books, 1968.
Roberts, Thom. The Barn. Illustrated by Gioria Fiammenghi. New York: McGraw-Hill Book Co., 1975.

The children may enjoy doing a presentation after the reading of one of these stories. Again, if we let the story suggest the activity it is often easy to come up with interesting ideas for art, science, math, dance, or other areas. The children and the teacher may start a card file with titles of books and suggested activities.

We have now come full circle. These new encounters with print will provide new opportunities for children to gain both concrete and vicarious experiences, to gain access to more cognitive structures, to experience an ever-increasing range of feelings, and to develop more language and communicative competence. All these factors, then, will enable children to read new stories with a minimum of pre-teaching and a maximum of independence and pleasure.

Program Objectives

## I. ATTITUDES AND HABITS

The attitudes a child develops toward print are not quantifiable. These objectives are, therefore, general. However, they are crucial to the reading program because without positive attitudes toward reading and writing, without the development of desirable habits in reading and writing, none of the other objectives will be met.

The major access to English for deaf children is probably through print. The child who approaches reading and writing as desirable activities will have more access to English than either a child who is led to it reluctantly or one who never chooses reading and writing as leisure activities.

The other major goal of instruction should be to foster independence. The child who can approach reading and writing independently will not be reluctant. It is vital that the child be allowed to develop independent strategies of self-correction and confirmation in all aspects of the reading and writing curriculum.

### A. Attitudes and Habits in Reading (AH)

_____AH1 Exhibit proper care and use of books.

_____AH2 Make integrated use of language cuing systems. (Graphic, syntactic, semantic)

_____AH3 Seek meaning from writing.

_____AH4 Approach reading as a positive experience.

a. Include reading as a leisure-time activity.

b. Develop on-going interest in reading.

c. Seek printed materials related to personal interests and needs.

_____AH5 Read varied kinds of writing.

_____AH6 Evaluate validity of ideas expressed in written materials.

_____AH7 Share and discuss ideas gained from personal reading.

_____AH8 Demonstrate growth in appreciation of well-written materials.

_____AH9 Select some well-written materials to read.

_____AH10 React emotionally to written materials, whether read or "heard."

a. Respond to rhythmic patterns.

b. Capture emotional intention in imagery.

c. Increase sensitivity to differences in people and cultures.

d. Increase concern for welfare of others.

e. Increase concern for environment.

f. Enhance self-image and understanding of self.

g. Approach traditional values of country and cultures.

_____AH11 Relate moral principles encountered in reading to personal life.

_____AH12 Increase awareness of career possibilities.

_____AH13 Increase ability to evaluate own progress.

_____AH14 Demonstrate interest in meanings of unfamiliar words.

B. Attitudes and Habits in Writing (AHW)

_____AHW1 Write so that others can read what is written.

_____AHW2 Seek to convey a message in writing.

_____AHW3 Approach writing as a positive experience.

a. Include writing as a leisure-time activity.

b. Develop permanent interests in writing.

____AHW4 Attempt to write to a specific audience; e.g., class, newspaper.

____AHW5 Attempt varied kinds of writing.

____AHW6 Evaluate clarity of own ideas expressed in writing.

____AHW7 Share and discuss writing.

____AHW8 Attempt to emulate the style of well-written selections.

____AHW9 Attempt to evoke emotional response in the reader.

____AHW10 Attempt to use imagery in writing.

____AHW11 Show enhanced self-image and self-understanding in writing.

## II. READING AWARENESS

Many of the objectives listed under reading here are traditionally thought of as "readiness" objectives. The term was deliberately avoided because it was not intended that these objectives be viewed as prerequisites to reading or writing. Children who are already reading books do not need to be taught the concepts reflected here. In fact, the objectives should not be viewed as the basis for teaching at all. Concepts will be acquired naturally in an environment rich in whole language, where children have experiences with being read and told stories.

### A. Book Orientation (BO)

____BO1 Distinguish front from back of book.

____BO2 Distinguish first part of story from last part of story.

____BO3 Indicate awareness that print carries messages.

____BO4 Point to print rather than picture when asked where the story is.

____BO5 Turn page when adult's reading stops.

## B. Directionality (D)

_____D1 Recognize that picture is upside down.

_____D2 Observe pictures from left to right.

_____D3 Demonstrate that message begins at top left.

_____D4 Demonstrate left-to-right movement of print.

_____D5 Demonstrate sweep back to left at end of line.

## C. Attention to Print (AP)

_____AP1 Recognize that print carries meaning, regardless of whether he or she uses the label; e.g., stop signs; or point to word "luggage" and say or sign "suitcases."

_____AP2 Recognize when print is upside down.

_____AP3 Recognize names in print.

a. Recognize own name.

b. Recognize classmates' names.

c. Recognize names of family members.

_____AP4 Recognize words seen frequently in book.

_____AP5 Recognize that letters in jumbled order are not English words.

_____AP6 Match like letters.

_____AP7 Match lower case letters to upper case counterparts.

_____AP8 Find the first word in a jumbled word sentence by using capitalization cue.

_____AP9 Find examples of upper and lower case letters.

## III. WRITING AWARENESS

The objectives listed here enable the teacher to observe the child's emerging awareness of what writing is all about. For this observation to occur, the child must have exposure to written language and time and opportunity for experimentation with writing tools and with the rules of the language.

_____WA1 Scribble

a. Confine scribbling to the paper boundaries.

b. Associate scribbling with writing.

c. Scribble horizontally on the page.

_____WA2 Label pictures.

a. Teacher-directed activity.

b. Child initiated.

_____WA3 Caption pictures.

a. Teacher-directed activity.

b. Child initiated.

_____WA4 Draw objects from a model or memory.

_____WA5 Incorporate letters or words in pictures.

_____WA6 Trace dotted letters.

_____WA7 Trace/copy letters and words.

_____WA8 Write letters from a model.

_____WA9 Write own name.

____WA10 Write letters without a model.

____WA11 Use capital letters with or without a model.

____WA12 Use punctuation marks whether appropriate or not.

____WA13 Attempt to write words.

____WA14 Make books.

____WA15 Use directionality.

a. Write from left to right.

b. Start at the top of a page and work toward the bottom.

____WA16 Attempt to write a message.

____WA17 Use spelling rules for spelling words. (Example: i before e except after c; f changes to v and add es.)

____WA18 Show an awareness of the possible letter combinations that exist in the language through invented spellings. (Child is aware that no more than three consonants can come together.)

## IV. UNDERSTANDING THE READING PROCESS

The section "Understanding the Reading Process" is divided into six sub-sections:

A. Predictions
B. Language Experience
C. Other Evidence of Comprehension
D. Dramatization
E. Picture Use
F. Types of Literature

## A. Predictions (P)

Reading is a process in which a reader is actively involved in making decisions based on prior experiences, prior predictions and knowledge of language. Therefore, the process is highly dependent on risk-taking, the willingness to use the least amount of cues to get the most amount of meaning. The more cautious the reader and the more graphic cues the reader requires, the greater the load on the short-term memory and the less meaning the reader is able to get or retain.

Conversely, writing must start with a message that the child wants to convey. In producing this written message, the child must again take risks - risks with ideas, spelling, punctuation, etc. The more cautious the writer, the more she or he is apt to limit the message to fit the constraints of known words and spelling.

Children become risk-takers when there is no implicit or direct message from the teacher that only correct answers and precise reading and writing are acceptable. The real criterion should be meaningfulness rather than exactness.

_____P1 Use pictures to predict, confirm, or understand.

_____P2 Use titles to predict, confirm, or understand.

_____P3 Use parts of stories to predict past or future events.

_____P4 Predict alternate beginnings or endings of stories.

_____P5 Give appropriate word or sign after several exposures to the word in context. (Example: Child omits or fingerspells the dialogue carrier "replied" several times in a story and by the end signs "said" showing that the word was finally understood through context.)

_____P6 Make logical predictions to complete missing parts of selections which have been read or "heard." (Example: trade books, experience stories, nursery rhymes)

a. Supply semantically acceptable words and phrases in cloze passages. (Examples: At the zoo, we saw a _____ in a cage.)

b. Supply semantically acceptable words or phrases deleted in an experience story. (Example: Yesterday, my mommy gave me a _____.)

c. Supply semantically acceptable words or phrases deleted from nursery rhymes. (Example: Little Jack Horner sat in a _____.)

## B. Language Experience (LEA)

It is recommended that the language experience approach be used with children of all ages as a way to promote risk-taking, to get meaning into reading, to build confidence, and to make reading a personal activity for each child.

The philosophy behind this approach is that experience is the most important element in reading and that the child's language is meaningful and predictable to that child. It is the teacher's responsibility to provide experiences which the teacher and the child plan together and to make use of experiences which the child has outside of the school setting.

Allowing children to write their own stories and make their own books also builds confidence, promotes risk-taking, and makes writing a personal activity. In addition, there is a direct relationship between reading and writing and a carry over of learning from reading and writing and vice versa. Reading and writing activities should, therefore, be carried on simultaneously, and viewed as equally important.

_____LEA1 Dictate own experience story and attempt to read it back.

_____LEA2 Participate in group dictation and attempt to read it back.

_____LEA3 Read another classmate's dictation of a familiar experience.

_____LEA4 Read a teacher-generated story of a shared experience.

_____LEA5 Give a title for own or other's experience story.

_____LEA6 Retell other's experience story.

_____LEA7 Dictate captions to teacher for own experience picture.

## C. Other Evidence of Comprehension (C)

The sole function of reading is to get meaning. The sole function of writing is to convey meaning. Comprehension is, therefore, the only goal of reading; and meaningful communication, the only goal of writing. The objectives listed in this guide were chosen on the basis of their relationship to meaningful content. They should not be viewed as isolated sub-goals or activities, but as combined effort to help students achieve the goal of meaning in print.

_____C1 Requesting books.

a. Request book by demonstrating a key concept. (Example: Child wants teacher to read "The Three Little Pigs," and huffs and puffs to communicate request.)

b. Request book by title.

_____C2 Reading strategies.

a. Produce own language through processing material that is read. (Example: The sentence says, "The boy walks down the street." The child reads, "Boy walk down street.")

b. Substitutions, omissions, or insertions of words by the child show no loss of understanding of the selection. (Example: Text: The little dog went down the street. Child: The little black dog go down the street.)

c. Correct the above when loss of memory occurs.

d. Read questions and make an appropriate response.

e. Do not use inappropriate signs or excessive fingerspelling. (Teacher is to make individual determination on individual basis.)

f. Deal with print in an efficient as well as an effective manner. (Example: Use a name sign instead of repeatedly fingerspelling a long and difficult name.)

_____C3 Retelling.

a. Retell a story in own words.

b. Observe and discuss relationships:

1. Analogous (Happiness is a warm puppy).
2. Cause - effect (It was raining so we couldn't go outside).
3. Class (People, places, animals, meats).
4. General - specific (tree - oak).
5. Part - whole (arms, legs, eyes, etc., make up a body).
6. Place (chipmunks live in a hole in a tree).
7. Sequence (following a recipe).
8. Size (enormous and tiny).
9. Time (early and late).

c. Answer questions with appropriate information after reading and retelling a selection.

d. Demonstrate an understanding of key concepts through reading stories which are at his or her experiential and linguistic level.

e. Create an appropriate title for a selection.

f. Differentiate between realism and fantasy.

g. Make appropriate inferences from material that is read or discussed.

h. Draw conclusions appropriate to the selection or discussion.

i. Substantiate conclusions made.

j. Make appropriate judgments.

k. Differentiate fact from opinion in selections.

l. Differentiate relevant and irrelevant information in discussion.

m. Differentiate relevant and irrelevant information in selection.

n. Differentiate key words or concepts from details.

o. Demonstrate awareness of bias and prejudice in written materials.

p. Compare/contrast characters, actions, or situations within a selection.

q. Compare/contrast one selection to another.

## D. Dramatization (DR)

Drama can be not only a means of evaluating the child's comprehension but also a means of providing the child with opportunities to synthesize the information in the reading and to extend the reading into his or her own life experiences.

_____DR1 Demonstrate feelings and/or understandings derived from reading by (a) dance, (b) mime, (c) shadow plays, (d) songs, (e) arts, and (f) crafts.

_____DR2 Dramatize a selection in sequence when appropriate.

_____DR3 Read passages to others with expression appropriate to the passages.

_____DR4 Pretend to be a story character, animal, etc.

_____DR5 Pantomime the action in a given passage or story.

_____DR6 Dramatize words/phrases/idioms from stories.

_____DR7 Participate in the dramatization of an entire selection.

_____DR8 Roleplay a story character in a new situation. (Example: Child pretends to be Peter Pan in the city.)

_____DR9 Dramatize a character or situation from child's own story.

## E. Picture Use (PU)

The ability to get meaning from abstract symbols is necessary in reading. Pictures can provide practice in this process and also the stimulus for a great deal of natural language among children and between teacher and child.

_____PU1 Observe pictures and describe the action through the air.

_____PU2 Identify characters and objects in pictures.

_____PU3 Discuss concepts or processes observable or inferable from the pictures.

_____PU4 Identify time, setting of the picture content.

_____PU5 Describe details observable in picture.

_____PU6 Describe size, position of characters/objects.

_____PU7 Create an appropriate title for a picture.

_____PU8 Make logical predictions to complete missing parts of a picture.

_____PU9 Make logical predictions of future events after observing a picture.

_____PU10 Observe and discuss relationships from a picture.

_____PU11 Answer questions with appropriate information after observing a picture.

_____PU12 Arrange pictures in a plausible sequence.

_____PU13 Tell about the story related to the picture sequence.

_____PU14 Cross out an inappropriate picture from a series.

_____PU15 Match pairs of picture cards turned face down as in the game "Concentration."

## F. Types of Literature (TL)

The predictive nature of reading requires that children have experience with a variety of authors' styles as well as a variety of literary genres. Such exposure provides children with a repertoire of alternative ways of stating ideas and increased ability to predict and understand structures and outcomes.

_____TL1 Discuss the kind of writing or literary form of selections.

_____TL2 Recognize that there are many different literary forms.

_____TL3 Read a variety of literary forms and kinds of writing both in the reading series and in the general realm of literature.

a. Anecdote
b. Article
c. Autobiography
d. Biography
e. Book jacket
f. Cartoon
g. Comic book
h. Diary
i. Editorial
j. Fable
k. Fairy tale
l. Fantasy
m. Finger play
n. Folk tale
o. Haiku
p. Historical fiction
q. Humorous writing
r. Instruction
s. Interview
t. Joke
u. Legend
v. Letter
w. Log
x. Magazine
y. Mystery story
z. Myth
aa. Nursery rhyme
bb. Parody
cc. Picture essay
dd. Play
ee. Poetry
ff. Proverb
gg. Realistic fiction
hh. Recipe

## V. UNDERSTANDING THE WRITING PROCESS

To understand the writing process, children must build on a base of exploration and experimentation. For much of the child's writing, the process need go no further. However, children need to understand that writing made public (for other people to read) must be conventional in terms of spelling and punctuation and must be neat and legible. The editing process thus becomes important at the stage of writing for other readers. This editing process can involve modeling from literature and from other children's writing, as well as from adults who interact with the child through the written form.

### A. Predictions (WP)

_____WP1 Describe in writing the concepts/processes inferable from pictures. (Example: Past/future events.)

_____WP2 Use parts of stories to predict past or future events in writing.

_____WP3 Write the missing part of a story.

_____WP4 Write alternative beginnings or endings of stories.

_____WP5 Make logical predictions to write semantically acceptable words or phrases deleted from an experience story.

_____WP6 Make logical predictions to write semantically acceptable words or phrases in a cloze passage.

_____WP7 Make logical predictions to write semantically acceptable words or phrases deleted from nursery rhymes.

### B. Language Experience in Writing (LEW)

_____LEW1 Make a picture dictionary of words chosen (by the child) from experience stories.

_____LEW2 Use a self-made dictionary in generating writing.

_____LEW3 Create experience stories:

a. Read them to the teacher, class, or classmates.

b. Write a title for them.

c. Write questions.

d. Answer questions.

_____LEW4 Make books.

a. Make picture books.

b. Make experience story books.

c. Draw a picture from own or other's pictures.

_____LEW5 Attempt to write captions for own or other's pictures.

C. Other Evidence of Understanding in Writing Process (W)

_____W1 Produce language through use of individual's own language system.

_____W2 Retell a story in writing.

_____W3 Express feelings and understandings about life experiences through (a) dance, (b) mime, (c) shadow plays, (d) songs, (e) drama, (f) arts, (g) crafts.

_____W4 Create a discourse in writing. (Example: Class writes a poem about being sick; class writes what they did last weekend.)

_____W5 Write a discourse on a given topic. (Example: Class writes a poem about being sick; class writes what they did last weekend.)

_____W6 Create own book.

a. Child initiated writing.

b. Writing from patterned story.

c. Writing from wordless picture book.

_____W7 Given a stimulus, complete a writing task.

a. Write main idea.

b. Write supporting details.

c. Write story titles.

d. Write a topic sentence.

_____W8 Write selections:

a. From various points of view.

b. To express facts and opinions. (Example: Articles which are fact or essays which are based on opinion.)

c. To evaluate or judge.

_____W9 Write advertisements.

_____W10 Write reports on current events or topical issues.

_____W11 Include details in writing to enrich content.

D. Picture Cues for Writing (PCW)

_____PCW1 Label objects/characters in pictures.

_____PCW2 Describe pictures.

a. Write about the action.

b. Write about the size and position of objects/characters in the picture.

c. Write about concepts/processes observable in the picture.

d. Write about details observable in the picture.

e. Add details of time and setting in writing about the picture.

____PCW3 Write a title or caption for a picture.

____PCW4 Use pictures as the basis for writing.

E. Types of Literature in Writing (WTL)

____WTL1 Attempt the following literary forms in writing:

a. Anecdote
b. Article
c. Autobiography
d. Biography
e. Book jacket
f. Cartoon
g. Comic book
h. Diary
i. Editorial
j. Fable
k. Fairy tale
l. Fantasy
m. Finger play
n. Folk tale
o. Haiku
p. Historical fiction
q. Humorous writing
r. Instruction
s. Interview
t. Joke
u. Legend
v. Letter
w. Magazine
x. Mystery story
y. Myth
z. Parody
aa. Picture essay
bb. Play
cc. Poetry

dd. Proverb
ee. Realistic fiction
ff. Recipe
gg. Review of book, TV show, or movie
hh. Riddle
ii. Science fiction
jj. Short story
kk. Song
ll. Tall tale

## VI. READING STUDY STRATEGIES

The role of prior experience is crucial to the reading of all materials, but the lack of prior experience is more likely to be of concern in content reading than in any other kind.

The importance of providing children with the opportunity to have first-hand and vicarious experiences (in movies, filmstrips, discussions, etc.) with the concept of a given selection in the content areas prior to their reading is absolutely essential. The other absolute essential is developing purposes for reading. Assigning pages without giving purposes or without helping children develop purposes for reading accomplishes nothing.

Although this program guide is for reading and writing, it is recognized that reading and writing are not subjects in and of themselves and that they pervade all areas of the curriculum. It is recommended that the teacher take advantage of every opportunity to incorporate as many areas of the curriculum as possible into a given unit with reading and writing as the means for acquiring information.

### A. Reference Tools (RT)

____RT1 Recognizes that words can be arranged in alphabetical order.

a. Use knowledge of approximate location of letters. (If looking for the word zoo, child doesn't have to start at a.)

b. Use knowledge of alphabetical order to locate entries in a dictionary.

c. Recognize that entry words are in boldface type.

d. Decide whether or not a word is found on a page by using guide words.

_____RT2 Locate variants and derivatives in a dictionary by locating root words.

_____RT3 Use cross reference to find other words.

_____RT4 Derive meaning from information found in the dictionary, such as:

a. Abbreviations
b. Definitions
c. Illustrative sentences
d. Labels
e. Parts of speech
f. Pictures
g. Special meanings

_____RT5 Recognize symbols used in the dictionary such as:

a. Accent
b. Diacritical marks
c. Foreign pronunciations
d. Full pronunciations
e. Pronunciation symbols
f. Short pronunciation key
g. Syllables
h. Variant pronunciations

_____RT6 Use information in a book provided by:

a. Title
b. Title page
c. Table of Contents
d. Appendix
e. Glossary
f. Index

_____RT7 Use other reference tools to locate needed information:

a. Almanacs
b. Atlases
c. Bibliographies

d. Cookbooks
e. Directories - rosters
f. Gazetteers
g. Newspapers
h. Store catalogs
i. Telephone books/TTY Directories (white and yellow)
j. Thesauruses
k. TV guides
l. Want ads

_____RT8 Use the following graphic and tabular materials to locate needed information:

a. Calendars
b. Charts
c. Diagrams
d. Graphs
e. Identification keys
f. Maps
g. Scales
h. Schedules
i. Timetables
j. Tables
k. Time lines

_____RT9 Use the library:

a. Use the services of the librarians.
b. Use the library independently.
c. Use the card catalog:

    1. by title
    2. by author
    3. by subject

d. Locate and use the following:

    1. Community information
    2. Filmstrips
    3. Movies
    4. Records
    5. Pictures

## B. Textual Aids to Content Reading (TA)

_____TA1 Use the information gained from the following textual aids to further comprehension of content reading:

a. Annotations
b. By-lines
c. Captions
d. Credit lines
e. Time lines
f. Editor's notes
g. Epilogues
h. Footnotes
i. Forewords
j. Grid lines
k. Headings
l. Headlines
m. Guide words
n. Keys
o. Labels
p. Legends
q. Outlines
r. Postscripts
s. Production notes
t. Subheads
u. Symbols
v. Titles

## VII. ORGANIZATIONAL STRATEGIES FOR WRITING

Through activities such as those listed here, the students can learn by exploring reference tools and organizational aids (such as subheadings) to see how they can be used for more effectiveness and efficiency in reading and for providing clarity to others in their public writing.

## A. Reference Tools in Writing (RTW)

_____RTW1 Use the dictionary.

a. Locate information needed for writing.

b. Make own dictionary.

c. Compile words or lists of information and create a personal book, such as:

1. Dictionary
2. Directory
3. Glossary
4. Telephone book
5. Almanac
6. Cookbook

_____RTW2 Catalog books designated for use and make a card catalog.

_____RTW3 Write for a newspaper.

a. Write general news articles.

b. Write for the school newspaper.

_____RTW4 Attempt to write the following:

a. Bibliography

b. Gazette

c. Index

d. Table of Contents

e. Want Ad

_____RTW5 Attempt to make graphs and tables, as in the following:

a. Calendars
b. Charts
c. Diagrams
d. Graphs
e. Identification keys
f. Maps
g. Scales
h. Schedules
i. Timetables
j. Tables
k. Time lines

## B. Textual Aids in Writing (TW)

Includes the following textual aids when writing factual materials:

_____TW1 For newspaper writing:

a. Editor's notes
b. Time lines
c. Captions
d. By-lines
e. Headlines
f. Credit lines

_____TW2 For outlining:

a. Headings
b. Guide words
c. Subtitles

_____TW3 For tabular materials:

a. Legends
b. Keys
c. Labels
d. Symbols
e. Grid lines

## VIII. LITERARY DEVICES IN READING

Although these objectives may appear to be directed toward a high-proficiency reader, they are, in fact, written with all ages and proficiency levels in mind.

For example, children at any level can be encouraged to discuss elements of a plot or to recognize that a story takes place in another country or a different time.

It is essential that the teacher make it a practice to read and tell stories to children daily at a slightly higher level than they are capable of reading for themselves. A knowledge of story structures used in our culture is vital to understanding of stories in general and the stylistic elements listed here are important for the child's appreciation of literature and the development of his or her own writing style.

### A. Story Elements and Structures (SES)

____SES1 Recognizes setting.

a. Recognize that narrative selections have a setting.

b. Recognize that setting incorporates a time and a place.

c. Recognize that setting incorporates characterization.

____SES2 Character development and delineation.

a. Distinguish between main and supporting characters.

b. Identify and describe feelings and emotions attributed to characters.

c. Identify and explain the actions of characters.

d. Explain c racter's motives.

e. Describe how a character develops and changes.

f. Recognize and discuss stereotyped characters.

g. Recognize that characters can be delineated in several ways:

1. What the character thinks, says, and does.
2. What other characters think or say about him or her.
3. What the author directly or indirectly says about him or her.

_____SES3 Understands the plot of a story.

a. Identify and explain the story problem and solution (conflict).

b. Retell the plot of a narrative selection.

c. Summarize a plot in one or two sentences.

_____SES4 Identify story structure, i.e., that stories have identifiable parts:

a. Exposition (introduction-setting, characters, conflict)

b. Rising events (conflict builds)

c. Climax

d. Falling events

e. Resolution (denouement)

_____SES5 Recognition of the narrative text.

a. Distinguish between narrative text and dialogue.

b. Recognize that narrative text is descriptive and explanatory.

_____SES6 Recognize that stories have points of view:

a. The author's point of view

b. A character's point of view

_____SES7 Identify and describe the theme or moral of a narrative selection.

## B. Author's Style (AS)

____AS1 Discuss elements of style used by the author.

____AS2 Recognize that authors employ many different elements of style.

a. Alliteration
b. Anthropomorphism
c. Exaggeration
d. Flashback
e. Foreshadowing
f. Humor
g. Imagery
h. Irony
i. Literary allusion
j. Metaphor
k. Mood
l. Onomatopoeia
m. Parallel structure
n. Personification
o. Point of view
p. Pun
q. Refrain
r. Repetition
s. Rhyme
t. Rhythm
u. Simile
v. Slang
w. Suspense
x. Symbolism
y. Tone

## IX. LITERARY DEVICES IN WRITING (LDW)

These objectives are written with all ages and proficiency levels in mind. For example, a child's tentative writings of only a few words with an accompanying picture may tell a whole story. The composing process may take a variety of forms from scribbling to drawing to actual connected discourse at different times, depending on the child's needs and interests.

It is essential that teachers allow time for children to write daily, to assist them in internalizing the rules of written language and developing both private and public writing styles and proficiency.

_____LDW1 Use setting and story structure in writing.

a. Create a setting in writing.

b. Create a story problem and solution.

c. Attempt to include dialogue in writing.

d. Attempt to write descriptive language.

e. Attempt to build a theme or moral for the story.

f. Create a story with a beginning, a middle, and an ending.

g. Design a plot.

h. Identify parts of own story.

_____LDW2 Use characterization in writing.

a. Include characters.

b. Give names to characters.

c. Attribute feelings and emotions to characters.

d. Describe physical attributes of characters.

e. Write the actions of characters.

f. Delineate traits and motives of characters.

g. Attempt character development.

h. Portray a main character and supporting characters.

____LDW3 Attempt to incorporate elements of style in writing.

a. Alliteration
b. Anthropomorphism
c. Dialect
d. Flashback
e. Foreshadowing
f. Humor
g. Imagery
h. Irony
i. Literary allusion
j. Metaphor
k. Mood
l. Onomatopoeia
m. Parallel structure
n. Personification
o. Point of view
p. Pun
q. Refrain
r. Repetition
s. Rhyme
t. Rhythm
u. Simile
v. Slang
w. Suspense
x. Symbolism
y. Tone

## X. CONVENTIONS

The conventions of written language are important only when they serve to clarify confusing passages. It is important for teachers and students to realize that language is flexible and that it changes (depending on time, locale, function, etc.). There is no "correctness" outside of the way that language is used by people in real situations. Children learn the current "in vogue" conventions through experimentation with the language. Emphasis on meaning promotes a flexible use of language to communicate ideas.

## A. Reading Conventions of Print (RCP)

____RCP1 Attend to and interpret the following conventions of written language:

a. Abbreviations
b. Acronyms (Example: VIP means "very important person.")
c. Balloon dialogue
d. Capitalization
e. Compound words
f. Contractions
g. Dialogue carriers (Example: asked, said, replied, etc.)
h. Indentation
i. Musical notes
j. Numbers
k. Prefixes
l. Punctuation
m. Suffixes
n. Type (like boldface or small print)
o. Underlining
p. Spaces between words

## B. Writing Conventions of Print (WCP)

____WCP1 Incorporate the following conventions of written language in own language:

a. Abbreviations
b. Acronyms
c. Balloon dialogue
d. Capitalization
e. Compound words
f. Contractions
g. Dialogue carriers
h. Indentation
i. Musical notes
j. Numbers
k. Prefixes
l. Punctuation
m. Suffixes
n. Type
o. Underlining
p. Space between words

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EVALUATION REPORT

KDES Program Objectives
For Reading/Writing

Prepared by: Carol W. Gargantiel
Curriculum Evaluation Specialist

## History of the Program Objectives

The Program Objectives for Reading/Writing (hereafter referred to as the "guide") underwent many phases of development. Beginning about the 1974-75 school year, program supervisors began development of a reading/writing curriculum. This was continued by a committee of classroom teachers and later in time reactions and modifications were made by selected personnel from the other schools in concert with the KDFS committee. The resulting guide was published for internal use in August, 1977 and used by Kendall teachers.

In spring, 1978 a critique of the guide was conducted by the Media Development Project for the Hearing-Impaired (MDPHI). The two content specialists who responded to questions regarding the early draft were quite negative about the guide. They stated that the organization was fragmented, it had no sound theoretical base, and it was a replication of similar extant materials. The two teachers who reviewed the guide were more positive, stating that it was a start and that materials fulfilling this purpose are needed by teachers.

Following this review the Reading/Writing guide was completely reorganized and a new approach was taken. This version was completed in fall, 1978, and was used by teachers in the 1979-80 school year. An internal review was attempted in April, 1980, but only 11 of 70 questionnaires were returned. These teachers and other personnel were generally favorable, but one teacher wanted a complete revision and two other persons wanted more detail either in the guide or in another document.

## Description of the Guide

The Reading/Writing guide sets forth the rationale for reading and writing at Kendall and includes illustrative examples of how the approach described can be implemented. The major portion of the guide consists of objectives in the areas of Attitudes and Habits, Reading and Writing Awareness, Understanding the Reading and Writing Processes, Reading Study and Organizational Strategies, Literary Devices in Reading and Writing, and Conventions. Also included are Networks that can be used with each student over a period of years to record his/her progress in each objective.

## Reviewers

Three persons served as external reviewers of the guide: One is a professor in the Department of Education at Gallaudet College; one, the assistant principal at Maryland School for the Deaf (Columbia); and one, a supervising teacher in the Elementary Department at St. Mary's School for the Deaf in Buffalo, New York.

Results of the reviews were shared with the Director of Instruction of KDES and two developers of the guide.

## Purposes of this Report

This report is intended to serve the following groups or persons:

(1) the developers of the guide as they finalize the current version,

(2) members of Pre-College Programs as they make dissemination decisions,

(3) users of the guide both at KDES and in other educational settings, and

(4) persons responsible for the on-going development of the reading/writing programs at KDES.

## Evaluation Information Collected

The form used by the reviewers for the review of each guide is an adaptation of a form developed by the National Center for Research in Vocational Education and used by the Pre-College Editorial Board at Gallaudet. On this form, reviewers are first encouraged to make specific comments and changes directly on the guide. They are then asked to summarize their comments and rate the guide in the areas of scholarship, usefulness, equity, communicability, appeal, and overall quality. They then highlight what they perceive to be the major strengths of the guide and give specific recommendations for improvement.

## Evaluation Results

Two reviewers found the guide to be practical and easily understood. Additional comments made by them included: straightforward, functional, network forms are very useful, and objectives are well sequenced and stated. The third reviewer did not state what she especially liked, but focused more on shortcomings in her comments. However, nearly all her ratings of the aspects of the guide were 4's.

The following overall ratings were given to the six aspects of the guide:

| | |
|---|---|
| Scholarship | 5, 4, 3 |
| Usefulness | 5, 5, 4 |
| Equity | 5, 4, 4 |
| Communicability | 5, 5, 4 |
| Appeal | 5, 4, 4 |
| Overall Quality | 5, 5, 4 |

Two reviewers recommended making minor revisions. One referred only to spelling (typographical) errors that she found; the other listed five recommendations. The third reviewer recommended leaving the guide as it is; i.e., she found no reason for revisions.

One reviewer again summarized her comments regarding the guide; the other two made comments on various aspects.

The comments of the one reviewer were as follows:

> This is a very practical tool for the language and reading teacher. Ideas for stimulating language and cognition are readily apparent and easily accessible. The philosophy of the approach is subtly set forth and mainly reflected in the lack of direction but suggestive format. No teacher should have problems understanding it.

One reviewer had only two negative comments: there is no table of contents per se and there are a few spelling errors. She remarked that the guide was well done in the area of user centeredness and that it was very readable with great clarity and simplicity in the manner in which ideas are presented.

The third reviewer wanted more literature resources and a broader range of references included. She also did not like the table of contents as it was written. She believed the usefulness of the guide for teachers would be enhanced if "patterns of development" were taken into consideration.

Two reviewers made no recommendations for improvement, but one of these noted typographical errors in the text. The third reviewer made five recommendations:

- Develop a longer table of contents or include an outline of the guide.
- Add to the list of references. It is extremely limited and reflects little use of language arts references.
- Add objectives pertaining to the child's appreciation of and desire to learn more about vocabulary or the ability to select an appropriate meaning in a dictionary definition when a word is used with different meanings.
- Add something regarding the "vocabulary" differences between ASL and English or the differences in expression between ASL and English.
- Add objectives dealing with the child's interest in and ability to edit his own writing.

Three revisions were noted by the evaluator as being needed:

- Put all references in text and in Bibliography in proper APA format.
- Make the text and the networks compatible for sub-objectives.
- Add references to the Bibliography; not all sources used in text are included.

## Responses to Recommendations

The following recommendations were implemented:

- The categories in the table of contents were subdivided to agree with the subdivisions within the objectives.

- The list of references was made into a bibliography (i.e., it now includes references not cited in the text), and now covers more language arts areas. All citations and references are in.

- An objective was added pertaining to child's desire to learn more about vocabulary.

- The text and network are now compatible for the sub-objectives.

## Additional Comments and Recommendations

An evaluation form has been added to the guide for use by persons outside Kendall School who read and/or make use of the guide. It is recommended that the guide be disseminated in its revised form. Evaluation should continue both within and outside Kendall School.

Program Networks

I. ATTITUDES AND HABITS

COMMENTS

A. Attitudes and Habits in Reading (AH)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AH 1 | | | | | | | | | | | | |
| AH 2 | | | | | | | | | | | | |
| AH 3 | | | | | | | | | | | | |
| AH 4 | | | | | | | | | | | | |
| AH 5 | | | | | | | | | | | | |
| AH 6 | | | | | | | | | | | | |
| AH 7 | | | | | | | | | | | | |
| AH 8 | | | | | | | | | | | | |
| AH 9 | | | | | | | | | | | | |
| AH 10 | | | | | | | | | | | | |
| AH 11 | | | | | | | | | | | | |
| AH 12 | | | | | | | | | | | | |
| AH 13 | | | | | | | | | | | | |
| AH 14 | | | | | | | | | | | | |

I. ATTITUDES AND HABITS

COMMENTS

B. Attitudes and Habits in Writing (AHW)

| | Year Demonstrated | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AHW 1 | | | | | | | | | | | | |
| AHW 2 | | | | | | | | | | | | |
| AHW 3 | | | | | | | | | | | | |
| AHW 4 | | | | | | | | | | | | |
| AHW 5 | | | | | | | | | | | | |
| AHW 6 | | | | | | | | | | | | |
| AHW 7 | | | | | | | | | | | | |
| AHW 8 | | | | | | | | | | | | |
| AHW 9 | | | | | | | | | | | | |
| AHW 10 | | | | | | | | | | | | |
| AHW 11 | | | | | | | | | | | | |

II. READING AWARENESS

COMMENTS

A. Book Orientation (BO)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BO 1 | | | | | | | | | | | | |
| BO 2 | | | | | | | | | | | | |
| BO 3 | | | | | | | | | | | | |
| BO 4 | | | | | | | | | | | | |
| BO 5 | | | | | | | | | | | | |

B. Directionality (D)

Year Demonstrated

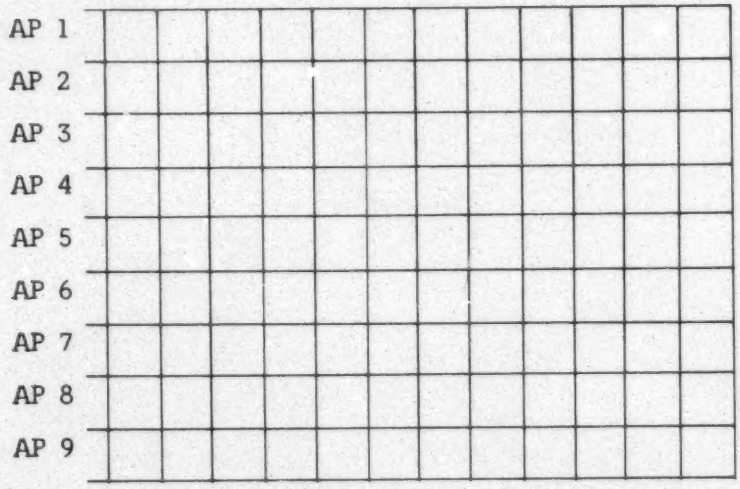
| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D 1 | | | | | | | | | | | | |
| D 2 | | | | | | | | | | | | |
| D 3 | | | | | | | | | | | | |
| D 4 | | | | | | | | | | | | |
| D 5 | | | | | | | | | | | | |

II. READING AWARENESS

COMMENTS

C. Attention to Print (AP)

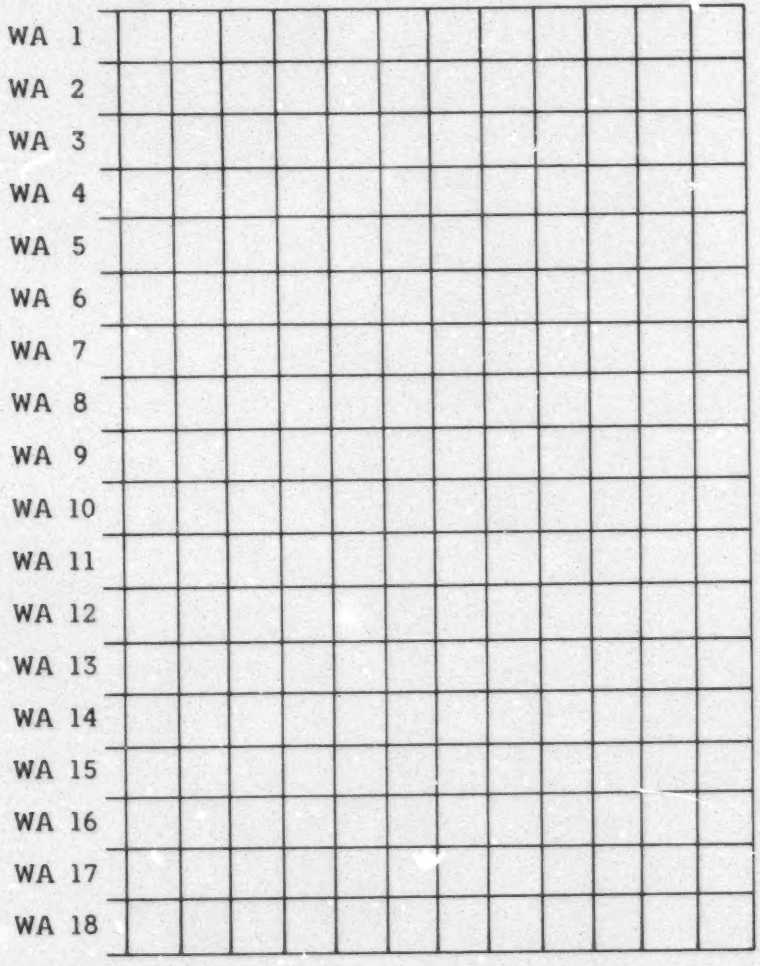
Year Demonstrated



III. WRITING AWARENESS (WA)

COMMENTS

Year Demonstrated

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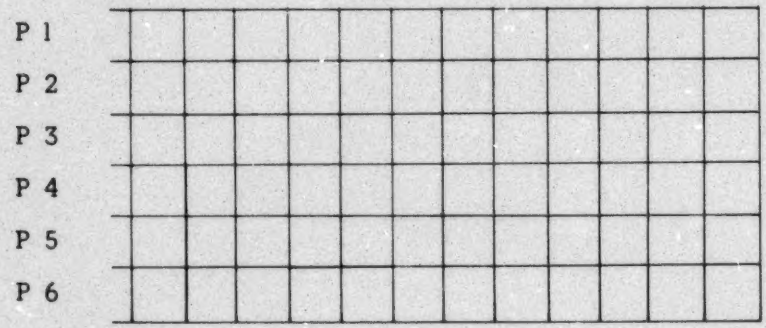
IV. UNDERSTANDING THE READING PROCESS COMMENTS

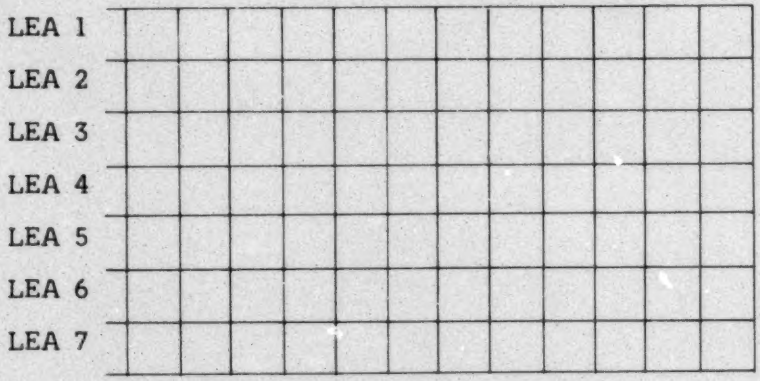
A. Predictions (P)

Year Demonstrated




B. Language Experience (LEA)

Year Demonstrated




197

IV. UNDERSTANDING THE READING PROCESS

COMMENTS

C. Other Evidences of Comprehension (C)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C 1 | | | | | | | | | | | | |
| C 2 | | | | | | | | | | | | |
| C 3 | | | | | | | | | | | | |

D. Dramatization (DR)

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DR 1 | | | | | | | | | | | | |
| DR 2 | | | | | | | | | | | | |
| DR 3 | | | | | | | | | | | | |
| DR 4 | | | | | | | | | | | | |
| DR 5 | | | | | | | | | | | | |
| DR 6 | | | | | | | | | | | | |
| DR 7 | | | | | | | | | | | | |
| DR 8 | | | | | | | | | | | | |
| DR 9 | | | | | | | | | | | | |

195

IV. UNDERSTANDING THE READING PROCESS COMMENTS

E. Picture Use (PU)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PU 1 | | | | | | | | | | | | |
| PU 2 | | | | | | | | | | | | |
| PU 3 | | | | | | | | | | | | |
| PU 4 | | | | | | | | | | | | |
| PU 5 | | | | | | | | | | | | |
| PU 6 | | | | | | | | | | | | |
| PU 7 | | | | | | | | | | | | |
| PU 8 | | | | | | | | | | | | |
| PU 9 | | | | | | | | | | | | |
| PU 10 | | | | | | | | | | | | |
| PU 11 | | | | | | | | | | | | |
| PU 12 | | | | | | | | | | | | |
| PU 13 | | | | | | | | | | | | |
| PU 14 | | | | | | | | | | | | |
| PU 15 | | | | | | | | | | | | |

F. Types of Literature (TL)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TL 1 | | | | | | | | | | | | |
| TL 2 | | | | | | | | | | | | |
| TL 3 | | | | | | | | | | | | |

199

V. UNDERSTANDING THE WRITING PROCESS COMMENTS

A. Predictions (WP)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WP 1 | | | | | | | | | | | | |
| WP 2 | | | | | | | | | | | | |
| WP 3 | | | | | | | | | | | | |
| WP 4 | | | | | | | | | | | | |
| WP 5 | | | | | | | | | | | | |
| WP 6 | | | | | | | | | | | | |
| WP 7 | | | | | | | | | | | | |

B. Language Experience in Writing (LEW)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LEW 1 | | | | | | | | | | | | |
| LEW 2 | | | | | | | | | | | | |
| LEW 3 | | | | | | | | | | | | |
| LEW 4 | | | | | | | | | | | | |
| LEW 5 | | | | | | | | | | | | |

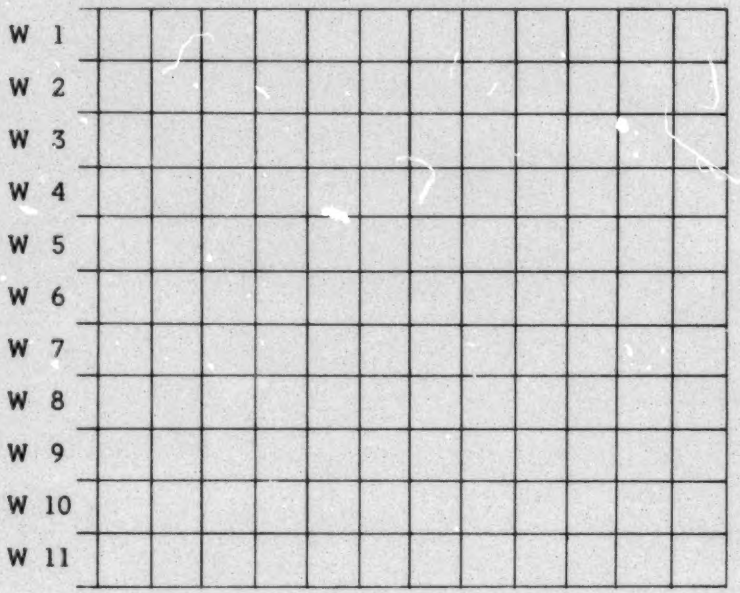
110

V. UNDERSTANDING THE WRITING PROCESS

COMMENTS

C. Other Evidences of Understanding in Writing Process (W)

Year Demonstrated




11.

V. UNDERSTANDING THE WRITING PROCESS COMMENTS

D. Picture Cues for Writing (PCW)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PCW 1 | | | | | | | | | | | | |
| PCW 2 | | | | | | | | | | | | |
| PCW 3 | | | | | | | | | | | | |
| PCW 4 | | | | | | | | | | | | |

E. Types of Literature in Writing (WTL)

Year Demonstrated

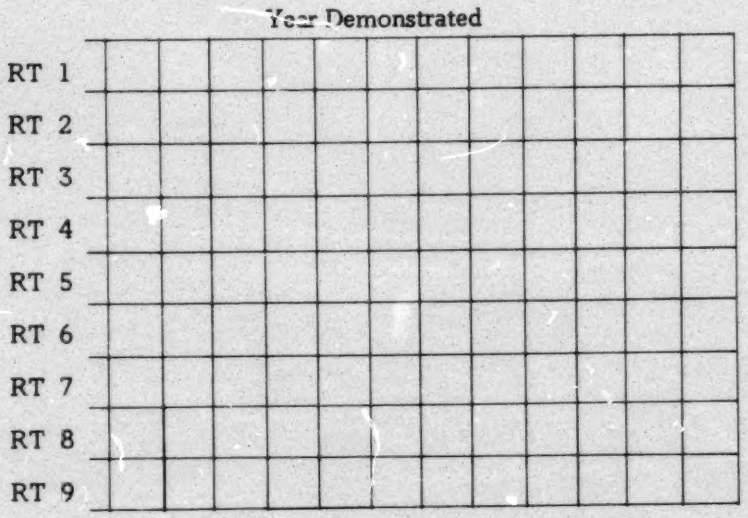
| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WTL 1 | | | | | | | | | | | | |

112

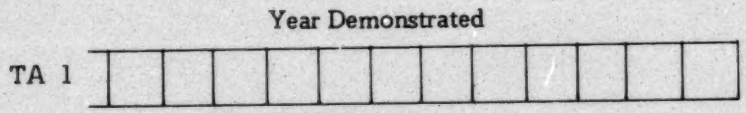
VI. READING STUDY STRATEGIES

COMMENTS

A. Reference Tools (RT)




B. Textual Aids to Content Reading (TA)



VII. ORGANIZATIONAL STRATEGIES FOR WRITING

COMMENTS

A. Reference Tools in Writing (RTW)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RTW 1 | | | | | | | | | | | | |
| RTW 2 | | | | | | | | | | | | |
| RTW 3 | | | | | | | | | | | | |
| RTW 4 | | | | | | | | | | | | |
| RTW 5 | | | | | | | | | | | | |

B. Textual Aids in Writing (TW)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TW 1 | | | | | | | | | | | | |
| TW 2 | | | | | | | | | | | | |
| TW 3 | | | | | | | | | | | | |

11,

VIII. LITERARY DEVICES IN READING

COMMENTS

A. Story Elements and Structures (SES)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SES 1 | | | | | | | | | | | | |
| SES 2 | | | | | | | | | | | | |
| SES 3 | | | | | | | | | | | | |
| SES 4 | | | | | | | | | | | | |
| SES 5 | | | | | | | | | | | | |
| SES 6 | | | | | | | | | | | | |
| SES 7 | | | | | | | | | | | | |

B. Author's Style (AS)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AS 1 | | | | | | | | | | | | |
| AS 2 | | | | | | | | | | | | |

IX. LITERARY DEVICES IN WRITING (LDW)

COMMENTS

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LDW 1 | | | | | | | | | | | | |
| LDW 2 | | | | | | | | | | | | |
| LDW 3 | | | | | | | | | | | | |

X. CONVENTIONS

A. Reading Conventions of Print (RCP)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RCP 1 | | | | | | | | | | | | |

B. Writing Conventions of Print (WCP)

Year Demonstrated

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WCP 1 | | | | | | | | | | | | |

Evaluation Form
KDES Program Objectives for Reading/Writing
(To be completed by non-KDES personnel)

Name of Reviewer _____ Date _____

Position _____ Organization _____

Please answer each question carefully. Information received will be used in revising the Program Objectives for future use.

1. Did the document cover all areas of the KDES Reading/Writing program about which you desired information?

   ____ yes ____ no

   If no, please specify other information desired._____

   _____

2. Was the information presented at the right level of specificity?

| | Not Enough Detail | Right Amount | Too Detailed |
|---|---|---|---|
| Scope | 1 | 2 | 3 |
| Philosophy | 1 | 2 | 3 |
| Structure | 1 | 2 | 3 |
| General Instructional Principles | 1 | 2 | 3 |
| Specific Instructional Procedures | 1 | 2 | 3 |
| Evaluation Procedures | 1 | 2 | 3 |
| Description of Evaluation Forms | 1 | 2 | 3 |
| Personnel and Their Roles | 1 | 2 | 3 |
| The Reading/Writing Curriculum Content | 1 | 2 | 3 |

   Comments: _____

   _____

3. Do you intend to use all or part of the KDES Program Objectives for Reading/Writing in your educational settings?

   ____ Yes ____ No

   Please comment. _____

   _____

   _____

Please complete and return this form to: Outreach, Box 114, MSSD, Gallaudet College, Washington, D.C. 20002